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ABSTRACT

The guide outlines a course of study for elementary students on the history, geography, language, and general culture of China. Course objectives are to identify the major mountains, the major cities, and the types of climate affecting each region of China; locate and record on a time line the important events in the development of Chinese civilization and the major Chinese contributions to civilization; and compare a school day in the life of a Chinese student with that of an American student showing evidence of socialization by the educators of Chinese students. Suggested teaching strategies include questioning techniques, small and large group discussions, multi-media happenings, group reports, debates, and writing dramatic skits. The guide is comprised of the following five units: 1) Introduction; 2) Geographic Phase; 3) Historic Phase; 4) Humanistic Phase; 5) Culmination. Objectives, resources, and teaching strategies are provided for each unit. The appendix, comprising half of the guide, contains games, maps, sample guide questions for films, a dramatic skit depicting a Chinese school, readings, and a multiple choice test. (BM)

Chelmsford Public Schools
Chelmsford, Massachusetts

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AREA STUDIES

CHINA

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C H I N A

Outline of Unit

I. *INTRODUCTION*

- A. Presentation of China-Hypotheses Formation
- B. Teacher Planned Happening-Hypotheses Testing

II. *GEOGRAPHIC PHASE*

- A. Mapping of Political Boundaries and Physical Features
- B. Geographic Overview Reading
- C. Chart and Graph Reading of Comparative Size, Population, etc.

III. *HISTORIC PHASE*

- A. Hypothesizing Through Archaeology
- B. Historical Independent Reading
- C. Overview and Comparison-"China and Its People"
- D. Confucianism
- E. Time Line

IV. *HUMANISTIC PHASE*

- A. Village Life vs City Life
- B. Social Organization of America
- C. Social Organization of China
- D. Government Structure-China's Organization compared with American Organization
- E. Industrial Growth
- F. Education
- G. Formosa
- H. Role of China in the World Today

V. *CULMINATION*

- A. Film Reshowing to Test Hypotheses
- B. Student Planned Happening-Hypotheses Testing and Evaluative Strategies

EDUCATIONAL MEDIA

Artifacts/Reproductions

Abacus
Caligraphy Set
Chinese Calendar
Flying Aspara Museum Reproduction
Head of a Buddha Museum Reproduction
Liu Hai and the Toad Museum Reproduction
Ornamental Disc-Symbol of Heaven Museum Reproduction

Books

Bell, The Two Chinas. New York: Scholastic Book Services, 1967.
Greenblatt and Chu, The Story of China. Cincinnati: McCormick-Mathers Publishing Co., 1968.
Harrington, How People Live in China. Chicago, Benefic Press, 1966.
McKim, Pandas in the Park. New York: Friendship Press, 1969.

Booklets

Flowers in Full Bloom
Fun in the Garden
Hello-Hello
Huang Chi-Kuang, A Hero to Remember
Little Doctor
Stories from LivHu-lan's Childhood

Films

China and It's People, Coronet Films.
Village in China Today, McGraw-Hill Films.

Filmstrips

China: Twenty Years of Revolution Sound Filmstrip Series, Encyclopaedia Britannica Educational Corporation.
"China: The Revolution and the Arts"
"China: The Revolution and the People"
"China: The Revolution in Industry"
"China: The Revolution in the Schools"
"China: The Revolution on the Land"

Living in China Today Sound Filmstrip series, Society for Visual Education.
"Agriculture and Rural Life"
"Cities and City Life"
"Land of Change and Growth"
"Resources, Industries, Transportation, and Communication"

Magazine

China Pictorial.

Map

Illustrated Map of China, Friendship Press.

Posters

Mao Tse-Tung Quotation Posters.

Recordings

Exotic Music of Ancient China.
Sailing the Seas Depends on the Helmsman.

Study Prints

China Visual Teaching Picture Portfolio, Fideler Co.

SUGGESTIONS
FOR TEACHING
IA

OBJECTIVE

Given his prior concepts of China, the learner will list these understandings according to the classifications of knowledge and avenues to explore during his study of this country.

TEACHING STRATEGIES

Suggested Initiating Experiences: There are numerous possibilities which can be employed. The primary purpose is to focus the child's attention toward China and the availability of information. An unlabeled "mystery" bulletin board containing Chinese artifacts and related information might be employed. Clue cards might be planted around the room with a mystery problem for the class to solve.

1. This entire lesson will center around a brainstorming session dealing with the child's prior knowledge of China. The suggested approach might include brainstorming with the entire class to establish procedural approach with the topic. "China is...". If you do not wish to use this then the possibility exists of using a more familiar topic, again with the sole purpose of establishing procedural techniques of brainstorming. Continue this for only a very few minutes.

2. Divide the class into groups with a suggested number of five children in each group. Each group should have a secretary whose function is to record everything that is suggested by any member of that group, regardless if other members of the group accept the suggestions. Children in these groups should be listing all of the things that China presently means to them. Continue for approximately 15 minutes.

3. Children, with the respective secretaries acting as spokesmen for the groups, are now ready to go back into a total class discussion of the present meaning of China. Although this should be merely a synthesis-listing of all of the ideas presented during the small-group brainstorming, new ideas will be accepted. At the board, categories could be established with an entire class list being compiled. (N.B. There are many possible categories. Some of these are: "What I know About China"; "What I Think I Know About China"; "What I Would Like To Know About China", or people, places, ideas, etc.)

4. A total class list should then be typed and dis-

tributed to all of the children. It is very important that the children retain this list, perhaps in a folder, because frequent reference will be made to it during the course of this unit. Thus great emphasis should be placed during the course of this unit on the testing of these original ideas.

5. Distribute the copies of this class list to each child.

SUGGESTIONS
FOR TEACHING
IB

OBJECTIVE

Given all available curriculum resources. (both hardware and software dealing with China) the learner will be exposed to a multi-media immersion to the culture of China as a preview activity for the unit and will test his hypotheses on China.

MEDIA

All of the media which pertain to China should be employed. Thus advance arrangement is necessary for this activity.

The children should also have the class list from the initial brainstorming session on prior knowledge of China. Appendix: Worksheets 1-7.

TEACHING STRATEGIES

Note: Approximately three hours will be needed for a multi-media "Happening". If possible, time should not be fragmented, although if necessary some natural division in the interest centers may be sought.

1. Interest centers should be set up in the classroom. The primary purpose in structuring these centers should be to provide an overview of China. It is recommended that multiple staff members be employed. The possibilities are numerous for each of these interest centers. It is advisable that the children have no prior knowledge of the event.

   Suggested interest centers are:

   1. Chinese abacus vs American abacus
   2. Filmstrips: Living in China Today (SVE)
   3. Caligraphy set
   4. Chinese calendar
   5. "China Pictorial" magazines

6. Collection of Children's literature from Red China
7. Recordings: "Exotic Music of Ancient China" and "Sailing the Seas Depends on the Helmsman."
8. China Visual Teaching Picture Portfolio
9. Textbooks on China
10. Film: "Village in China Today" (McGraw-Hill)
11. Illustrated Map of China

NB. It is important that the interest centers be numbered to facilitate pupil movement.

2. Children should be divided into eleven groups with a staggered arrangement for starting process of viewing various interest centers.

3. Job sheets are spaced at varying intervals. Children should be carrying group brainstorm sheet from introductory session which they can expand and accomodate as they are viewing the interest centers.

4. A recommended time interval of 10 minutes should be established for each group to view interest centers. A signal should be given for the groups to move sequentially to the other interest centers.

5. After all groups have viewed the interest centers, the children should then record in paragraph form their impressions and new knowledge and then as a whole class test their earlier hypotheses.

SUGGESTIONS
FOR TEACHING
II A

OBJECTIVES

1. Given a map of the world and a map of Asia, the learner will be able to locate China on each.

2. Given a mimeographed outline map of China and its border areas, the learner will be able to plot in and label all the political bording countries and bodies of water of China, the physical features including the three major regions and the major rivers, and to discuss briefly what effect this has on China and why this effect is important.

3. Given a transparency map of China, the learner will be able to locate and label the major mountains, the major cities of China and the types of climate affecting each region.

MEDIA

Transparencies of China (to be made from maps in Appendix)

Book: How People Live in China
Illustrated Map of China
Appendix: Worksheets 3-12

TEACHING STRATEGIES

1. Ask children to read pp. 18-19 of How People Live in China or give them the following information on a worksheet:

   Climate - China has many different kinds of climate.
   1. Northern China - ground freezes, snow lasts for month. Many rivers covered with ice for part of winter.
   2. West (Tibet) - mountains very high, chilly even in summer. Some areas have no rainfall here, mountains prevent, thus deserts. Irrigation has helped.
   3. Eastern - extremely hot summer, humid or moist heat, winds blow from the Pacific toward the land sometimes bringing heavy rains and floods.
   4. Southwestern - ofter has typhoons (high winds and heavy rains).

   Ask: What affect do you think this kind of climate would have on the way people live? What makes you think so? What other natural phenomena might affect the way people live in China? In what ways?

2. Give each child an outline map of China and its border areas and by use of the overhead and transparencies have each child locate and label the political boundaries to include countries and major bodies of water. It is suggested here to determine a particular color coded legend that will be used as a common reference point. Ask such questions as: What effect do you think having the Soviet Union or India bordering has on the people of China? Why do you think China is interested in Laos, and North Vietnam? Using the same procedure, have child include on map the three major regions of China--North, South, and Outer. Briefly discuss each region. Then plot in the major rivers--Salween, Mekong, Indus, Bramaputra. (all start in Plateau of Tiber, flow hundreds of miles through China before entering Burma, Laos, and India), and China's largest rivers, Yellow (flows eastward, empties into Yellow Sea, 3000 miles from source to mouth, so full of silt and mud looks like pea soup, flooded so often called "China's Sorrow.") and the Yangtse (more than 3494 miles long, gathers water of many tributaries, drains about 1/5 of China, is 4th longest river in world). Pearl River--formed from several tributaries in the South of China, flows into South China Sea. Amur River - Black Dragon River - forms boundary with the Soviet Union.

   All these important rivers flow from west to east.

There are very few north-south waterways and thus, dug the Grand Canal (indicate location on map. This links 5 rivers together, is oldest and longest canal in world, runs 1,100 miles from Hanchow to Peking.)

China has about 2,000 lakes. Most of fresh water lakes are near Yangtse--were formed when river flooded and peasants dammed outlets. These lakes now act as reservoirs--great ponds of water used by the people. The water is used for drinking and for irrigation.

Have each child locate and label the major mountain ranges to include the Tienshan Mts., Pamir Mts., Himalaya Mts., Nanling Mts., Tsin Ling Mts. Refer to pp. 12-13 of How People Live in China for a brief description of the land.

4. Say: Now that you know what the climate and geographic features are like, where do you think you would find cities located? Why do you think so?

   Major cities will next be plotted in on the transparency overlay by each child. Using the transparency outline map of China, the child will identify the principal cities of China. A brief discussion can be incorporated pursuing such ideas as why or why not these are advantageous or disadvantageous locations for the major cities and how close the class came in guessing where the cities would be found.

SUGGESTIONS
FOR TEACHING
II B

OBJECTIVE

Given a copy of The Story of China, the learner will perform an independent reading activity to assimilate, reinforce, and extend geographical knowledge gained in previous lesson.

MEDIA

Book: The Story of China

TEACHING STRATEGIES

1. Through whole class brainstorming techniques, have the children pose questions they feel are unanswered, set up hypotheses from information gained, etc. Record this information on chalkboard and suggest that children may find some of these answers in today's readings.

2. Have children read Unit 2, pp. 30-44, in The Story of China which focuses on the geographical aspects of the country.

3. When finished see how many of the posed questions/ hypotheses the class can answer, confirm, or reject.

4. Have the children complete evaluation sheet located on p. 45 of The Story of China.

SUGGESTIONS
FOR TEACHING
II C

OBJECTIVE

Given various charts and graphs the learner will be able to compare China with other countires to include relative size, population, population density, percentage of world population, and rural and urban split.

MEDIA

Appendix: Worksheets 13-17

TEACHING STRATEGIES

1. Present children with worksheets of varies charts and graphs comparing population density of U.S., China, India, Soviet Union, and Canada. Children should infer data from these materials. Through whole class discussion and examples, insure that they know how to interpret and read each cahrt, etc.

   Size - Cut out outline maps of each country (same scale) and compare size.
   Population - chart reading - estimated population of 1971 from World Book.
   Population Density - chart reading
   Percentage of World Population - circle graph
   Urban and Rural Split - bar graph

2. Discuss what effect this new data has on the way people live in China and what changes the class would like to make on their earlier hypotheses.

SUGGESTIONS
FOR TEACHING
III A

OBJECTIVE

Given stamps, coins, an artifact, or picture representing

a form of life in China, the learner will be able to list as many facts and/or hypotheses as possible about the civilization that made them, or is portrayed.

MEDIA

Chinese artifacts

TEACHING STRATEGIES

Have the child project himself back into time to around 3000 B.C. Present him with a stamp or coin and possibly an artifact or picture that would display some phase or contribution to the civilization. To initiate the experience ask such questions as "What is it?" "Who would use it?" "How would it be used?" "What does it tell you about the people who lived in China?" Proceed by class brainstorming all of the different observations they can make about the civilization. Note all the responses on chalkboard. Have duplicate listings made so that they can refer back to it and check out their responses when doing their independent reading activity. There is also the possibility that small group brainstorming might be used before the entire class brainstorming.

SUGGESTIONS
FOR TEACHING
III B

OBJECTIVE

Given the text The Story of China, the learner will read about life in Old China to include excerpts on the political development, family life, and Chinese Art and be able to list the major events that led to the decline of Old China and the rise of New China.

MEDIA

Book: The Story of China

TEACHING STRATEGIES

1. Bring out the fact that China is a very old country. It has a civilization which dates back longer than any country in the world. It has passed through many stages and has undergone many changes. Tell the class that they are going to take a look at the history of this very old country.

2. Have children read Units 1, 3, and 4 in The Story of China. (Allow approximately one hour of Social Studies time with the remainder of the reading completed as a home assignment.)

3. Study guide techniques may be incorporated with this activity to provide for a constant positive direction on the part of the learner.

4. It is also suggested that outlining techniques be incorporated with this experience. A good approach to reviewing these skills is often through the back door. For example, the following procedure can be used:

   After reading Unit 1, bring class together and with direct teacher guidance, elicit from students concise statements or phrases describing the important material in this unit. These should be recorded on the chalkboard and arranged so that after all responses have been recorded and all important information included, the teacher can go back and fill in the proper form of the outline. Thus, not until the end of the lesson, will the students be aware of actually writing an outline.

5. Have each student write outlines for units 3 and 4 either using same approach or one which he personally has found most adaptable. The low achiever may be required to complete only one outline or a part of one.

6. It is strongly suggested that a form/worksheet be provided for each child where by he will list the major contributions that led to the decline of Old China and the rise of modern China. This is the crux of this phase of the unit and emphasis should be placed on this aspect.

SUGGESTIONS
FOR TEACHING
III C

MEDIA

Film: China and its People (Coronet)

At this point, the film China and its People may be shown to serve as a contrast of modern China under a communist regime with a theme that will be developed in subsequent learning activities of the shapers of the tradition and culture that is China.

SUGGESTIONS
FOR TEACHING
III D

OBJECTIVE

Give a selected reading on the role of Confucius in

the shaping of China, the learner will read about the philosophical changes resulting from his life and will examine Confucianisms to determine through discussion and writing the applicability of these to the modern Chinese lifestyle and to that of the learner.

MEDIA

Book: The Two Chinas (for selected excerpt pp. 33-35)
Appendix: Worksheet: 18

TEACHING STRATEGIES

1. Suggest that a study of Confucius' sayings may be useful in understanding Confucianism, his teachings and contributions. Take an American proverb or saying. Write it on the board.

   A penny saved is a penny earned. Or haste makes waste, etc.

   Ask: What does it mean? What does it tell about our way of life? What do we value? Suggested sayings may suggest thrift, individualism, or thoroughness.

   If the students have difficulty in doing this, underline the key words of the saying. Ask their meaning. Ask for the general sense of the statements. Ask what can be inferred about what the people feel is important.

   Tell the students that you have some Confucian sayings that will give them an insight into his major contributions as well as into the people who lived by his teachings. Distribute the list of sayings.

   Divide the class into groups and assign each one a group of Confucian sayings to analyze. Ask each group to:

   a. Identify the main theme of the sayings in their group.
   b. Think of an American saying of the same theme.
   c. List one characteristic of the people who followed Confucianism by their sayings.

   Have groups report. List the characteristics on the board and discuss.

2. In correlation with above information, briefly explain to the class the impact and importance Confucius played in shaping the lifestyle of the Chinese people. Then read to them selected excerpt from The Two Chinas to find out what difficulties Confucius encountered in his lifetime, how he overcame them, his successes, failures, etc. This should be followed up with a

brief discussion.

3. Ask: Whom do you think has had this same kind of influence on American life? What makes you think so?

SUGGESTIONS
FOR TEACHING
III E

OBJECTIVE

Given all available texts and reference material, the learner will be able to locate and record on a time line the important events in the development of Chinese civilization and the major Chinese contributions to civilization.

MEDIA

Books: The Story of China
How People Live in China
The Two Chinas

Other available reference material including information in resource section of this unit, encyclopedias, etc.

Appendix: Worksheets 19-20

TEACHING STRATEGIES

1. Briefly review through discussion information gathered through previous readings and activities the important events and developments in the formation of the Chinese civilization for an initial stimulus. The class will now collate this information through the construction of a time-line. This should lead to a more clear and concise picture of the sequence of events.

2. Divide the class into small groups and assign each group a specific time element for which group will be responsible for in terms of the construction of the time line. Time line extends from 2000 B.C. to the present.

3. Make accessible to each group the variety of materials available. Each child for approximately 15 minutes is responsible for locating and recording events, contributions, etc., which he believes to be important for the group's portion of the time line.

4. Individuals then assume role in group membership to scan and discuss each member's contributions. As a group they then decide what information should

be included on the time line.

5. Each group then constructs their particular portion of the time line. Materials needed should be readily available and should include construction paper (all cut in the same measurement to provide for constructiong a class time line), and writing utencils. It is also suggested that there be a premeasured line designation for uniformity. Group then proceeds to record information gathered on time line.

6. Each group then submits, in any form which the teacher deems desirable, their portion of the time line for contribution in construction of a class time line. Some type of board display is suggested whereby children will be able to visualize the line as a whole.

7. Discussion of the time line is a necessary follow-up. One approach is to have representatives from each group present group's findings briefly on each section of time line followed by a class discussion of time line as a whole, emphasizing the total picture of China presented thus far and drawing very heavily from previous points of reference.

   Ask: What major changes have we found have occured in China over this period of time? How do you account for these changes? What seems to have led to the Chinese takeover?

   Say: In our next section of this unit we will discover more about what effects the past has had on China today and where China is going.

SUGGESTIONS
FOR TEACHING
IV A

Village Life in China Today

OBJECTIVES

1. Given the film, "Village Life in China Today" the learner will view the film to visualize such realities as the government controlling the villages by dictating the use of commune farms, the socialization process in terms of the typical family life in a commue setting, the values of the Chinese villages in the display of honor and reverence to the older people and ancestors, and the resourcefulness of the people in that during the non-growing seasons factories are run to supplement the income of the village.

2. Given the sound filmstrips from the series Living in China Today, namely, "China - Agriculture and Rural Life" and "China - Cities and City Life", the learner will contrast and compare village life versus city life in China through discussion and through listing the major similarities and dissimilarities between village and urban life.

MEDIA

Film: Village in China Today (McGraw-Hill)
Worksheet: 21
Sound Filmstrips: China - Agricultural and Rural Life (SVE)
China - Cities and City Life (SVE)

TEACHING STRATEGIES

1. Project the film Village Life in China Today. Ask students to look for evidence of statements listed under objective 1.

2. Distribute worksheet and independently or in pairs, have students jot down notes to answer these questions to enable them to collect their thoughts and ideas on the film and to effectively participate in a discussion.

3. Discuss the study questions with the total class.

4. Project the sound filmstrip, China - Agriculture and Rural Life, frames 53-73, record band III to further reinforce understanding of village and rural life in China today.

5. A brief discussion should follow this with direct reference to film shown previous to this and with emphasis on comparison of the two sources of data.

6. Sound filmstrip, China - Cities and City Life, frames 10-44, record bands I-II should then be shown to provide information on the urban life in China.

7. Briefly summarize each of the three AV materials presented to the class. Further pursue the contrast and comparison of village life versus urban life by listing the similarities and the dissimilarities of the two.

SUGGESTIONS
FOR TEACHING
IV B

OBJECTIVES

1. Given his participation in American society, the

learner will demonstrate his understanding that there are numerous roles predominant in our culture by listing the various roles that a man, woman, boy and girl might fill in America.

2. Given his listing of the roles filled by each sex and age division of society, the learner, working with his peers, will discuss the political roles and their importance in the United States.

3. Given a copy of the pledge of Allegiance, the learner will write a definition of patriotism using this as a basis for analysis of this term, and will predict the external manifestations of this in American society by listing observances such as holidays, customs, and visual materials.

MEDIA

Study Prints: Holidays and Special Occasions Picture Packets, Silver-Burdett.
Appendix: 22

TEACHING STRATEGIES

1. Group students in pairs and tell them to fold their paper in fours the long way. On the first folded side they are to brainstorm in pairs, each separately recording their responses. Tell the children they are going to write separate category at the top of each of the four divisions.

   Tell them to write "men" at the top of the first side and for the next minute they are to think of all many different roles as they can that man plays in the United States today. (i.e. father, businessman, gardener, soldier, etc.)

   When the minute is up they are to go to the 2nd fold and write "women" at the top. For the next minute they are to think of as many roles as they can that women have (ie. mother, teacher, nurse, etc.)

   When the minute is up, tell them to go on to the third column and write "boys". For the following minute they are to write down as many different roles as they can think of for boys (i.e. son, brother, paper boy, etc.)

   At the close of one minute ask the children to go to the last column and take one minute to write down as many different roles as they can think of for girls.

   Use the blank transparency or chalk board - drawing four columns down and brainstorm the class for the roles of first men, women, boys and girls. (Write down all these answers.)

2. Say to the children "These are the different roles that people in American society play. We all play some of them within whatever column we fall." In order to get at the idea of the necessity of organizing society in an efficient matter to further the progress of the individual, elicit from the children the idea of the necessity of government. It is suggested that this be clearly based upon the idea of the multiplicity of roles created in earlier segments of this learning activity. The children should then brainstorm as an entire class some of the political job classifications and the roles performed by each. Some of this may be based upon the "Rights and Responsibilities" segment of curriculum. This discussion should be leading up to the idea of patriotism.

3. Say to the children: We have been talking a lot about the roles that you play and the roles that politicians play, yet each of you also fulfill a political role. How do you people do this? We also have certain political customs which show people clearly that we are Americans. Can you name some of these? Many of these are aimed at our sense of patriotism. What does patriotism mean? Let's take a look at an example of what Americans believe so that we can attempt to arrive at a definition of patriotism.

4. Distribute copies of the Pledge of Allegiance to each child from the Appendix. Divide the class into groups of five children. Ask one child to act as a leader reading orally as others read silently. Another child in the group should function as a secretary recording all responses made by the group. It should be made clear to each group that they are examining the pledge for purposes of arriving at a definition of patriotism.

5. Ask the children if they are aware of any other visible manifestations of patriotism. Elicit from the children such things as the American flag, holiday observances, and patriotic posters. It is now suggested that an art activity be planned dealing with the children creating posters dealing with various American patriotic themes, either original or based on those they have seen. As an added source to be used in this activity the children should have access to the Silver Burdett Primary Social Studies prints dealing with American holidays and special observances.

SUGGESTIONS
FOR TEACHING
IV C

China Social Organization

OBJECTIVES

1. Given a series of three selected case studies dealing with the social organization, the learner will list as many different roles as possible played by each age and sex group in China.

2. Given this list of roles, and additional knowledge collected from previous learning activities, the learner will predict through drawing a poster, evidences of patriotism in China.

MEDIA

Case Studies:
"Women in Communist China - A New Equality"
"Family Life in Communist China"
Appendix: Worksheets 23-27
Books:
The Story of China
Pandas in the Park
Communist Chinese Posters

TEACHING STRATEGIES

1. Very briefly re-inforce the discussion from earlier learning sequence centering around the varying roles of individuals and evidence of patriotism in American culture. Ask the children to hypothesize the similarity of roles in China with those of the United States. This might be conducted as a brainstorming activity for the whole class with the basis of recently acquired knowledge.

2. Using paper the children are once again to follow the same procedure as employed in the U.S. Social organization, dividing the paper into four sections and labeling each section with the labels "man, woman, boy, and girl."

3. As part of an independent reading assignment the teacher may decide to use pp. 91-94 of The Story of China and pp. 18-23 of Pandas in the Park to provide a more solid foundation in the understanding of communal organization. All children should read silently, however, the section, "The Red October Commune", pp. 95-98 in The Story of China for purposes of listing role functions. Additional information may be gained by an analysis of the three cases included in the Appendix. This material will be quite challenging to above average children,

and it is desirable that for the other children some attempt at summarization be made.

4. Following this whole-class brainstorming of the roles of China, a listing should be compiled on the board which should serve as a basis for the comparison with the social organization of the United States.

5. Children should now be ready to predict evidences of patriotism that they would expect to find existing in China. This should serve as a reference point for subsequent learning experience with purposes of extracting evidences of socialism. Children may now be introduced to the series of Mao posters containing various political sayings. Then, they, as an art activity, could draw their own Chinese patriotic posters using English characters, and perhaps Chinese caligraphy as a research activity.

6. A suggested activity might be to write a playlet, either now or later in the learning sequence, dealing with patriotic techniques used in China. A sample depicting a Young Pioneer Meeting is included in the Appendix. (N.B. This playlet was entirely written by children.)

SUGGESTIONS
FOR TEACHING
IV D

OBJECTIVES

1. Based on previous lessons the learner will be able to piece together the evolution of China's government from dynasties to its present structural organization.

2. Given a breakdown of China's two structural parties, and the United States along with the learners previous knowledge of the U.S. structural organization, the learner will be able to list the pros and cons of both governmental structures.

3. With the showing of the filmstrips, "China - The Revolution And The People," "China - The Revolution And The Arts," the learner will be able to see how the structural government of China controls its millions and their daily lives.

MEDIA

Filmstrips:
"China - The Revolution And The People"
"China - The Revolution And The Arts" (EBE)

Appendix: Worksheets 28-32

TEACHING STRATEGIES

1. Give students diagrams illustrating China's dynastic structure and China's present'day structural parties along with the U.S. governmental sturcture.

   Using the overhead guide the class through the above diagrams explaining its structural divisions and executive powers. Show and explain the evolution of China's government form dynastic to present day structure.

2. Form groups consisting of six to eight students. Each group will equally divide itself to represent the two major governmental structures. Once these groups are organized, they will proceed with a guided debate relative to the merits of each government. After an alloted time, ascertain what each group has learned from this experience. This may be either written or oral.

3. Show E.B.E. filmstrips, "China - The Revolution And The People" and "China - The Revolution And The Arts." Following the filmstrips assign a written lesson relative to these major points.

   a. How does the Chinese Communist Party maintain its controls over the formal government structure? Why have a state government at all if it does not have real power?

   b. How important are the popular organizations at the local level to the state government? to the Communist Party?

   c. Does "populism" resemble in anyway the democratic tradition of the United States?

4. Culminate by having students write a general resume using the following as guidelines:

   Resolved: The problems of China today would be the same even if the government were not Communist.

   Assume you were a Chinese student during the "Hundred Flowers" period when Mao encouraged free discussion and criticism. Write a letter to the editor of the Peking newspaper indicating your attitude toward Chinese government and society.

SUGGESTIONS
FOR TEACHING
IV E

China's Industrial Development

OBJECTIVES

1. Given two sound filmstrips dealing with the rise of industrialism in China, the learner will demonstrate his comprehension of this process and its importance through writing and discussion.

2. Given prior knowledge acquired through exposure to audio-visual information sources, the learner will demonstrate his empathy to the role of an industrial worker in China through the writing of diary excerpts.

MEDIA

U.S. newspapers and magazines
Book: The Story of China
Sound Filmstrips:
"China - The Revolution in Industry" (EBE)
"China - Resources, Industries, Transportation and Communications" (S.V.E.)

TEACHING STRATEGIES

1. Read and discuss, "Using Natural Resources" pp. 106-109 in The Story of China. Attention would be focused toward the map of natural resources in: The Story of China on p. 107.

2. To facilitate a comparison of the industrial development of the United States with that of China, the class should be divided into groups with each group responsible for searching through U.S. magazines and newspapers for specific examples of U.S. technological development. (N.B. each group should be responsible for investigating one aspect only of U.S. development. i.e. agricultural products, clothing, etc.) Children should compile products into either a class magazine or bulletin board collage which will then serve as a reference point for a comparison when introduced to China's industrial development.

3. Show the sound filmstrips: "China: The Revolution in Industry" and "China - Resources, Industries, Transportation and Communications."

4. Contrast and compare U.S. technological development with China's. This may be handled in the form of a discussion, debate or written assignment.

5. To demonstrate his empathy toward the role of the industrial worker in China, it is suggested that for a creative writing experience the learner, working either independently or using brainstorming techniques write during one lesson diary entries for each day during a one week period on the life of an industrial worker in a specific Chinese industry.

6. A suggested supplementary activity in keeping with the theme of the future of China's technological development would be to have the children, working in teams, write and construct a typical front page of a technological-development newspaper published in Shanghai in the year 2090.

SUGGESTIONS
FOR TEACHING
IV F

Education

OBJECTIVE

Given sound filmstrips, "Cities and City Life" (SVE) and "China: The Revolution in the Schools," the learner will be able to write a comparison of a school day in the life of a Chinese student with that of the school day in his life showing evidences of socialization employed by the educators of Chinese students.

MEDIA

Sound filmstrips: "Cities and City Life" (SVE) and "China: The Revolution in the Schools" (EBE)
Children's Chinese Literature selections (for example, Huang Chi-kuang, A Hero to Remember)
Books: Story of China
Pandas in the Park

TEACHING STRATEGIES

Note: You may wish to use a deductive approach with this segment of the unit by making the class aware of the objective of the lesson so that they know what is expected of them and to focus their attention while being exposed to the various materials.

1. Read a short selection of the Children's literature of China to the children focusing their attention on looking for evidences and information that will enable them to successfully meet the objective. Or if you prefer, provide children the opportunity of selecting one of the books to read themselves to try to figure out why it is used in Chinese schools and the impact it would have on Chinese children's thinking.

2. Have children read pp. 24-29 in Pandas in the Park and pp. 115-118 in The Story of China to test their impressions.

3. Project the sound filmstrips:
   "Cities and City Life" SVE, frames 45-69, record bands III-IV
   "China: The Revolution in the Schools" EBE

   At conclusion on each viewing, have the children jot down a few notes that will aide them in their final analysis.

4. A discussion and sharing of ideas should follow to guide and reinforce the child in channeling his energies in the proper direction. Each child should then make a compilation of all of his notes to gather a total picture of his new understandings and ideas.

5. Have each child set up his paper with two headings: "A School Day in the Life of a Chinese Student" and "A Day in the Life of an American Student", and under each heading, list as many similarities and dissimilarities as he can referring to his notes when necessary.

6. A retrieval chart may then be set up whereby a more total picture can be visualized by the child. A discussion should be incorporated to culminate the activity.

7. As an option to the writing assignment and retrieval chart it would be more dynamic for the learner to complete a perception survey. Terms or phrases describing each of the school days and learning experiences are listed in a column with adjoining columns for checking whether the phrase is applicable to Chinese or American education or both. A discussion should culminate activity.

SUGGESTIONS
FOR TEACHING
IV G

Formosa

OBJECTIVE

Given a selected reading, the learner will formulate the sequential order of the evolution of the Republic of China and make comparisons of the two Chinas and their cultural background.

MEDIA

Book: The Story of China

TEACHING STRATEGIES

1. Guide the class through a selected reading of Formosa and the Nationalists in The Story of China, pp. 122-134. A group discussion should follow this reading to evaluate and discuss the rapid economic growth of Formosa in the past 20 years, in comparison with mainland China's slower economic growth. At this time you may wish to have the students list reasons why the government has or has not affected the growth of the two Chinas.

2. Have the class complete parts I and II on page 135 in The Story of China.

SUGGESTIONS
FOR TEACHING
IV H

China's Role in the World Today

OBJECTIVE

Given various collected newspaper clippings, magazine articles, and cartoons the learner will be able to extrapolate through writing and the construction of visual materials the significance of the role of China in the world today.

MEDIA

Various newspaper clippings, magazine articles, and cartoons relating to China and its relationship in the world.
Book: The Story of China
Appendix: Worksheets 3-35

TEACHING STRATEGIES

1. Provide each student with a newspaper clipping or magazine article. After informing them of enabling objective to establish direction, ask the class to read their particular article. Ask them then to re-read the article determining and designating each sentence according to factual or opinionated information by writing an "F" or "O" adjacent to each sentence. Ask each child to write a summary of his article that will show a manifestation of a culling of relevant factual information within the article.

   Set up small groups of students for a group sharing of summaries of articles. Students should be looking for evidences and clues that will give them a clearer understanding of China's role in the world today.

Small groups then merge into whole class for purposes of a more diversified exposure to materials covered.

2. You may wish to have children read pages 144-151 in The Story of China and worksheets 32-33 for further background information.
3. Using cartoons located in appendix of this unit along with any others gathered by the teacher/class, have the children engage in a cartoon interpretation activity which is designed to show some of the vices or virtues associated with particular characters in the Chinese culture.

   Emphasis on cartoon reading should be placed on recognizing techniques of symbolism, the use of familiar situations, exaggerations, satire, and caricature used to present forcefully a single point of view. The cartoon does not allow the reader or the person portrayed in the cartoon an opportunity for rebuttal. Recognition of the fact that only a single point of view is represented in cartoons is exceedingly important in their interpretation. Children need to be taught the general make-up of cartoons that deal with social and political problems and need the experience of critically evaluating them.

   Cartoons characteristically:
   a. contain one central idea
   b. have very little detail
   c. may criticize, appraise, or interpret
   d. make use of exaggeration, satire, and caricature
   e. stress an outstanding physical feature of a person
   f. carry a barb in the caption, if there is a caption
   g. present only one point of view

4. After insuring, through discussion, that class has an accurate understanding of cartoons used, a choice of two suggested follow-up activities are recommended.
   a. Encourage students to present an opposite point of view from the one presented in the cartoon. Cartoons should be drawn, if possible, presenting this point of view, with the emphasis on the idea, not the quality of the art work.
   b. Present the class with a cartoon and ask them to write an appropriate caption with emphasis on including the sharp wit that is often found.

5. The children, functioning as members of designated groups, compile information from all of media used during this lesson and publish a newspaper

including a compilation of information and implications gleaned.

An alternative suggestion would be to arrange summaries written by students and cartoons devised on a bulletin board displayed with a collage arrangement of the newspaper and magazine articles in the center.

SUGGESTIONS
FOR TEACHING
V A

Culmination Activities

OBJECTIVE

Given the films "China and Its People" and "Village Life in China Today" the learner will be able to summarize factual information assimilated throughout entire unit by re-viewing the films.

MEDIA

Films: China and Its People (Coronet)
Village Life in China Today (McGraw-Hill)

TEACHING STRATEGIES

Students will view again the two films listed above on consecutive days on a schedule determined by the individual teacher. Purpose of this is to provide an oportunity for them to recheck and affirm, modify, or delete previous hypotneses formulated. A brief discussion should follow to achieve this purpose.

SUGGESTIONS
FOR TEACHING
V B

Happening II

OBJECTIVE

Given learner's prior and recently acquired knowledge, he will undertake to plan and execute a "second happening" by drawing upon his experiences of the unit and applying them in the form of designed interest centers.

MEDIA

To be determined following conferences with student committee in preparation.
Worksheets: 36-38

TEACHING STRATEGIES

1. At least two weeks prior to set date for happening, select a representative number of students who will serve as a committee to plan and prepare for the interest centers. Oversee this group only to function as a guide and provide helpful suggestions where needed.

2. This committee should be given ample time to meet together to brainstorm ideas and carry through on preparation. The responsibility of the entire activity should be on the students. It is necessary to insure that children receive any media needed.

3. On actual day of happening, employ the same procedure as was followed for first happening. It will probably be more effective if committee members man their stations.

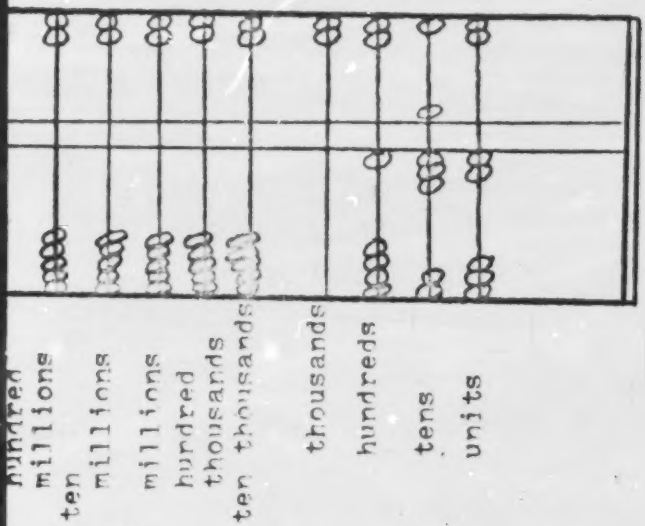
4. Refer back to the students' original set of hypotheses relating to China. Have the children test and then refine them in light of the new data.

5. You may wish to select evaluative items from worksheets 36-38 to assist students in appraising their knowledge of the study of China.

APPENDIX

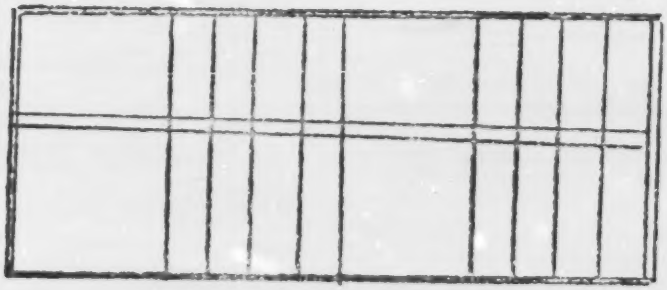
BEST COPY AVAILABLE

The Chinese abacus is called a suan-pan. Before numbers came into use people counted, added, and subtracted with an abacus. The Chinese used the abacus to avoid difficulty with their numbers.



Beads above the dividing bar count 5 those below count 1. To be counted a bead must be next to the bar as shown, where the number 182 is set out. The beads on each wire add up to 15, not 10.

Compare the Chinese abacus with the base ten abacus. On the lines below rite the differences and similarities.



On this blank abacus, illustrate the number 341.

ustrate on the Chinese and base ten abaci, the following numbers:

141	267
673	735
1021	4114

Both columns of numbers are to be illustrated on both abaci.

HEAD OF A BUDDHA. The original is of limestone, N. W. Indian, Gandhara, 3rd-4th Century A. D.

For hundreds of years after the life of Sakyamuni Buddha (ca. 563-483 B. C.), his image, as far as we know, was never portrayed in Indian Buddhist art. This was possibly the result of a prohibition or possibly because it was felt that no one could conceive of, or find suitable expression for, Buddha's body now that it was decayed. Gradually two separate schools of sculpture incorporated representations of the Buddha into their religious imagery. Scholars are uncertain as to whether the Mathura or Gandharan style should be awarded priority. This head is a product of the latter style, the most salient feature of which is its resemblance to Hellenistic sculpture, in spite of its Buddhist context. The Gandharan style evolved largely as a result of Alexander the Great's conquests which exposed the Indian peoples of this region to Greek culture. After the fall of the Hellenistic Empire (140 B.C.), this influence was even intensified because the Greek artistic forms were no longer associated with foreign rule.

LIU HAI AND THE TOAD

The original is of ivory, Chinese, probably 19th Century. It was presumably boiled in peanut oil to produce its dark brown color. The reproduction is colored in light ivory.

This carving represents LIU HAI, a Minister of State of the 10th Centruy A.D. and the magical three-legged toad which was said to convey him any place he wished to go. The figure, known as "Liu Hai Sporting with the Toad," symbolizes good fortune. The three-legged toad is regarded as a symbol of money-making.

FLYING APSARA

The gold original of this Chinese ornament is attributed to the T'ang Dynasty (618-906). It shows an Apsara, an angelic companion of the Buddha, and perhaps was an ornament of a crown.

ORNAMENTAL DISK - SYMBOL OF HEAVEN. Original is of Jadeite, Chinese, probably 18th or 19th Century

This ornamental Disk with a circular hole in the center represents a pi, symbol of Heaven. The low relief carvings are stylized butterflies symbolizing immortality.

Jade is a general term which includes two distinct minerals - nephrite and jadeite. Jadeite is the rarer of the two jades and is considered by the Chinese as the choicest of all gemstones. According to the Chinese, jade is a symbol of the five cardinal virtues - charity, modesty, courage, justice, and wisdom.

China Happening - Art Work

Most honorable boys and girls, if you observe very closely you may find that you are more knowledgeable than you think. Fill in the blanks.

One of these objects is the Head of _____. This head was made in the year _____A.D. Here is another hint. His first name is Sakyamuni. He lived from 563-483 B.C. His image was never portrayed by the Indians in _____ art because his body was then decayed and no one felt that they could truly express his image.

Even in the chaos that followed the collapse of the powerful Han Dynasty in 220 A.D. the exchange of _____ and ideas did not end. Between 259 and 790, more than 180 Chinese monks made the long _____ pilgrimage to _____, the home of _____. In 641 a Chinese princess, a devout _____ was married off to the King of Tibet. Her _____ helped to plant the religion there. China in those early days or centuries was wide open to new religions and _____ of all kinds.

FLYING APSARA

The gold original of this Chinese ornament is attributed to the T'ang Dynasty (618-906). It shows an Apsara, an angelic companion of the Buddha and perhaps was an ornament of a crown.

All of us have an idea of what we think an angel is. Compare the Flying Apsara to your idea of an angel. On the following lines write down what makes the Apsara and angel the same and what makes them different.

This statue is the head of a most honored and revered god in Asia.

For the next minute, you are to observe the head and think of words to describe the way it makes you feel and how it looks to you.

List the descriptive words concerning how it makes you feel in the first column and the words describing how it looks to you in the second. Then on the lines following these columns write a few sentences describing this god.

SAILING THE DEEP SEAS DEPENDS ON THE HELMSMAN

Some of the songs on this record are:

1) The East is Red

2) The Force at the Core Leading our Cause Forward

3) A Long, Long Life to Chairman Mao

4) Sailing the Seas Depends on the Helmsman

5) From Pekings Golden Hill

6) We are Marching on a Great Road

---

1) What song do you think you are listening to?

2) As you listen to each song describe the type of music you think it is.

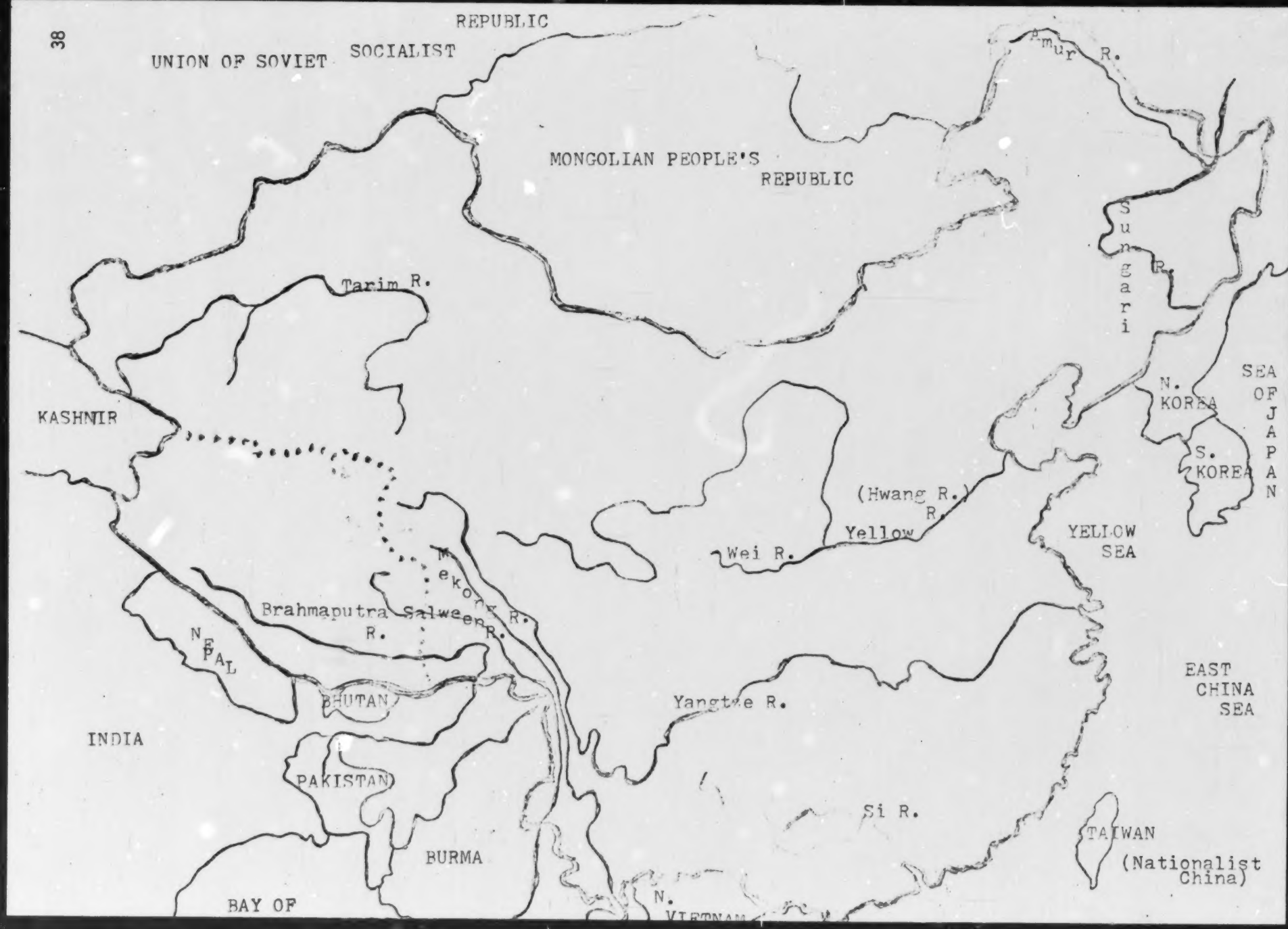
3) List as many instruments that you hear as you can.

4) Are people singing in all the songs you are listening to?

5) How do the songs make you feel?

6) Relax: In the next few minutes you are to write a Haiku on today's Happening.
Remember the lines are: 5 syllables, 7 syllables, 5 syllables

NORTH
CHINA
MONGOLIAN PEOPLE'S REPUBLIC
SOUTH CHINA
OUTER
CHINA


UNION OF SOVIET SOCIALIST REPUBLIC
MONGOLIAN PEOPLE'S REPUBLIC
Amur R.
Sungari R.
Tarim R.
KASHNIR
N. KOREA
S. KOREA
SEA OF JAPAN
(Hwang R.)
Yellow R.
Wei R.
YELLOW SEA
Mekong R.
Brahmaputra R.
Salween R.
NEPAL
BHUTAN
INDIA
Yangtze R.
EAST CHINA SEA
PAKISTAN
Si R.
TAIWAN
(Nationalist China)
BURMA
BAY OF
N. VIETNAM

Tien Shan Mts.
Urumchi
Harbin
MANCHURIA
Shufu
Mukden
SINKIANG
Peking
Tientsin
Pamir Mts.
Lanchow
Gartok
Tsinling Mts.
TIBET
Himalaya Mts.
Lhasa
Shanghai
Chungking
Hankow
Changsha
Nan Ling Mts.
Kunming
Canton
Hong Kong

MAJOR RIVERS: Hwang R. (Yellow R.)
Yangtze R.

SECONDARY RIVERS: Sungari R.
Wei R.
Si R.
Mekong R.
Salween R.
Tarim R.
Brahmaputra R.
Amur R.

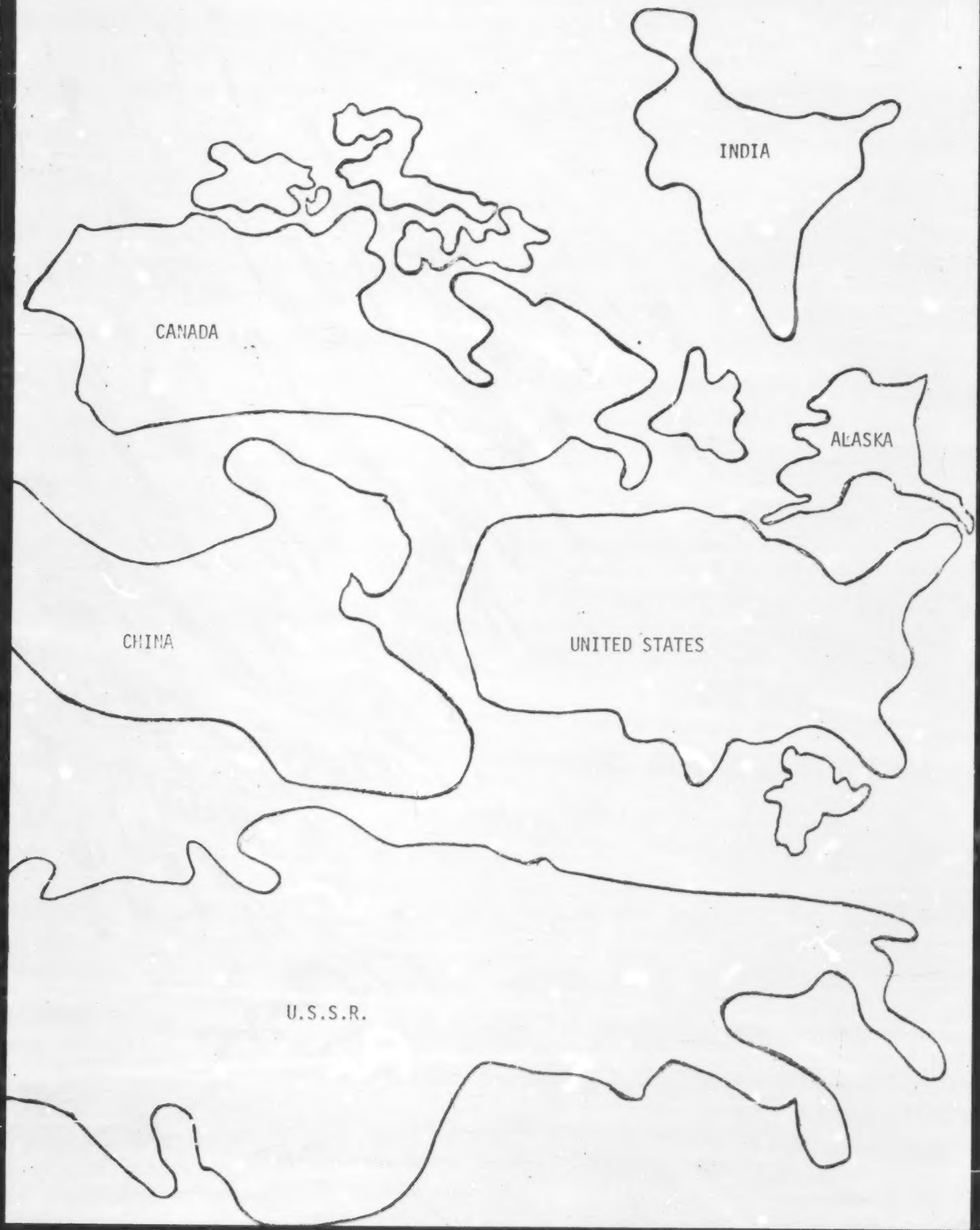
BUFFER STATES OR BOARDER COUNTRIES:

MONGOLIAN PEOPLE'S REPUBLIC
U.S.S.R.
KASHMIR
INDIA
NEPAL
BHUTAN
BURMA
THAILAND
LAOS
NORTH VIETNAM
NORTH KOREA
SOUTH KOREA
TAIWAN

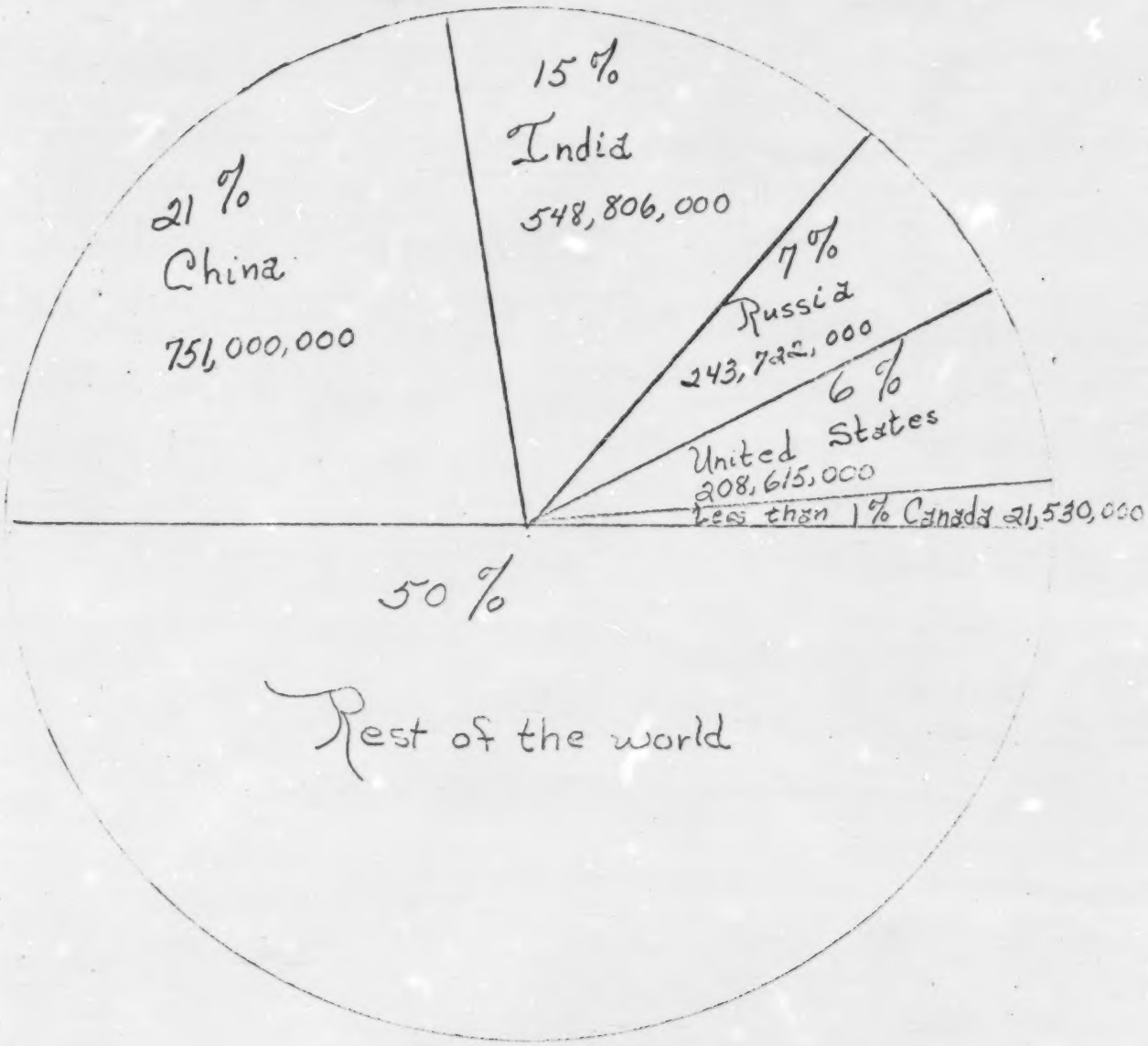
MAJOR BODIES OF WATER BOARDERING CHINA

Sea of Japan
Yellow Sea
East China Sea
South China Sea

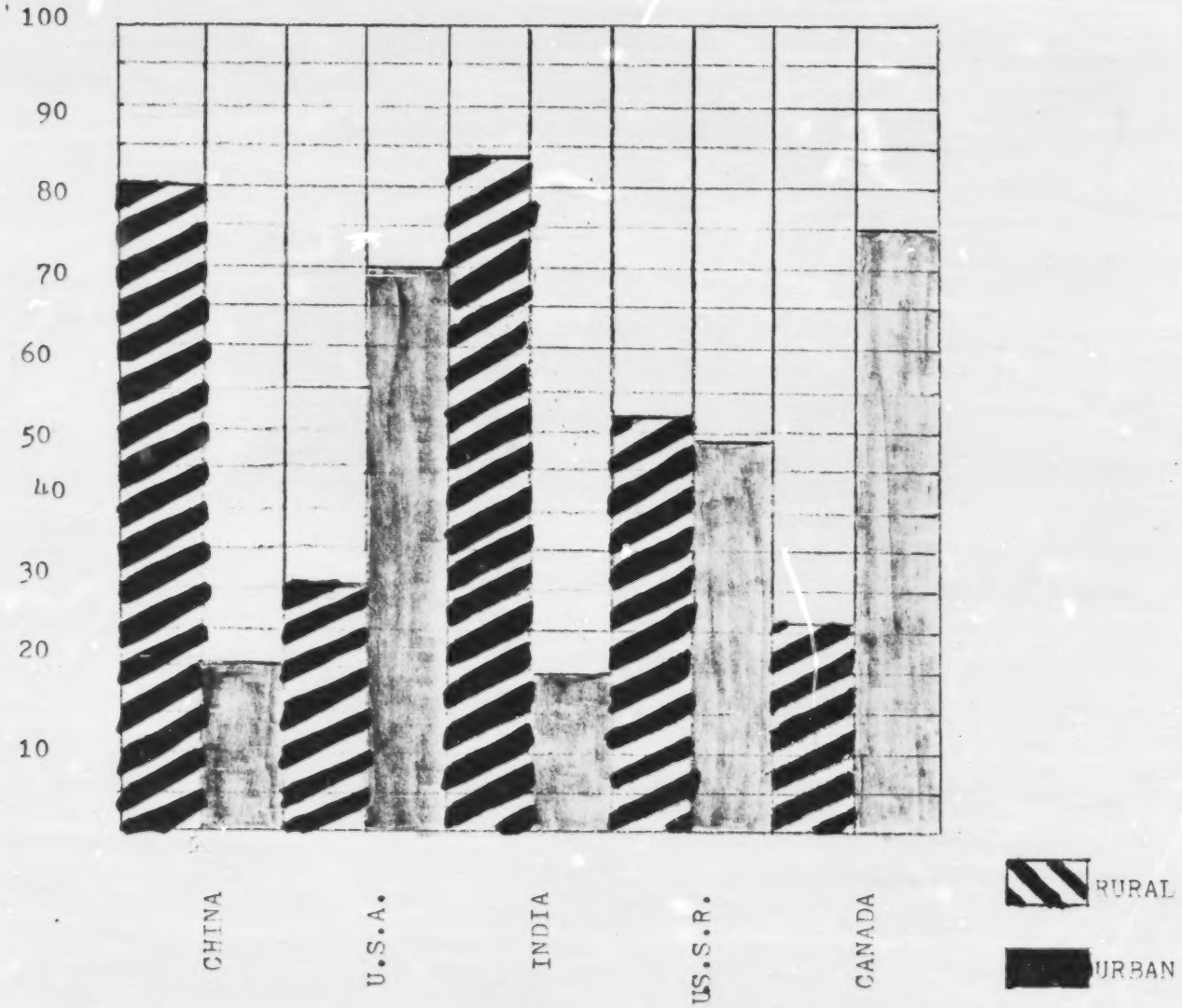
HEILUNGKIANG
KIRIN
LIAONING
HOPEH
SHANTUNG
KIANGSU
ANHWEI
CHEKIANG
FUKIEN
MONGOLIAN PEOPLE'S REPUBLIC
INNER MONGOLIA
SHANSI
SHENSI
HONAN
HUPEH
HUNAN
KIANGSI
KWANGTUNG
KWANGSI-CHUANG
KWEICHOW
YUNNAN
SZECHWAN
NINGSIA HUI
KANSU
TSINGHAI
TIBET
SINKIANG-UIGHUR


INDIA
CANADA
ALASKA
CHINA
UNITED STATES
U.S.S.R.

World Population



BAR GRAPH % OF POPULATION IN RURAL AND URBAN AREAS



	CHINA	U.S.A.	INDIA	U.S.S.R.	CANADAZ
SIZE-SQ. MI.	3691,502	3,675,545	1,263,068	8,649,500	3,851,809
POPULATION DENSITY	203 /sq.mi.	57/sq.mi.	435/sq.mi.	28/sq.mi	6/sq.mi.

NAME _____

SING THE CHARTS AND GRAPHS, FILL IN THE BLANKS IN THE TABLE BELOW.

	CHINA	U.S.A.	INDIA	U.S.S.R.	CANADA
POPULATION		208,615,000			21,530,000
SIZE-SQUARE MILES			1,263,068		
POPULATION DENSITY		57/sq.mi.			6/sq.mi
% RURAL			approx. 85%	approx. 53%	
% URBAN			approx. 15%		75%

NOTE: Population Density = number of people per square mile.

II. Cut out the outline maps of the five countries; China, U.S.A., India, Russia, and Canada. By placing each over each other, list the countries in order from latgest to smallest.

1. _____

2. _____ 4. _____

3. _____ 5. _____

III. Determine the approximate population of the world by using the World Population Circle graph.

Ans. _____

IV. Answer the following questions with "true" if the statement is correct or "false" if the statement is incorrect.

1. _____ Most of the people in India live in the city.

2. _____ Russia comes the closest of the five countries to having an even urban-rural split.

3. _____ The U.S. has more people per square mile than India.

4. _____ China has 232 more people per square mile than India.

5. _____ The total area of China and the U.S. together is greater than the area of Russia.

6. _____ Add to the area of the U.S. and China the area in square miles of India and the result will be greater than the area in square miles of Russia.

7. _____ About 1/2 of the people in the world live in China, India, Russia, the U.S., and Canada.

8. _____ Of the 5 countries listed on the World Population graph, India has the largest number of people.

9. _____ The total population density of China, the U.S. Russia, and Canada is less than that of India's population density.

10. _____ The rural split percentage of India minus the rural split percentage of Canada plus the U.S. is approximately 50% less than the rural split percentage of China.

CHINESE SOCIETY AND CULTURE

The following material has been removed for copyright reasons. The omission does not detract from the usefullness of the document.

China and India: Harcourt Brace

Time Line of Chinese History

The following material has been removed
for copyright reasons. It's omission does
not detract from the usefulness of the document.

1966 A.D.

Eastern Asian Culture

Ethel E. Ewing

CHINESE DYNASTIES— a simplified time line

The following material has been removed for copyright reasons. It's omission does not detract from the usefulness of the document.

Sample Guide Questions for Film Village Life in China Today

1. Imagine yourself as a Chinese farmer and describe what you do in this village.

2. In the past, China had been a land of small farms but today all land is owned and farmed together (except for a small plot) in collective farms. Give an explanation for this.

3. Today a Chinese village, unlike in the past, has a workshop and a small factory. What is the explanation of this?

4. Today each village child receives an education. In the past this was not so. Explain why each child can receive an education.

5. A favorite sport of today's Chinese villagers is basketball. How did they come to learn it?

6. Today the kind of doctor you find in a Chinese village has changed from the past types of "family doctor." Explain why this change has come about and why some Chinese villagers prefer the old way of the "family doctor."

7. Today the villagers are able to grow larger and more nutritious crops. They also irrigate better than in the past. Explain why.

8. As in the past the whole family from the grandparents to the children sit down to eat together. Why do they all join together at this time?

9. As in the past, the older people have been treated in a certain way. How are they treated and why?

THE AMERICAN'S CREED

I BELIEVE IN THE UNITED STATES OF AMERICA AS A GOVERNMENT OF THE PEOPLE, BY THE PEOPLE, FOR THE PEOPLE: WHOSE JUST POWERS ARE DERIVED FROM THE CONSENT OF THE GOVERNED: A DEMOCRACY IN A REPUBLIC: A SOVEREIGN NATION OF MANY SOVEREIGN STATES: A PERFECT UNION, ONE AND INSEPARABLE: ESTABLISHED UPON THOSE PRINCIPLES OF FREEDOM, EQUALITY, JUSTICE, AND HUMANITY FOR WHICH AMERICAN PATRIOTS SACRIFICED THEIR LIVES AND FORTUNES.

I THEREFORE BELIEVE IT IS MY DUTY TO MY COUNTRY TO LOVE IT; TO SUPPORT ITS CONSTITUTION; TO OBEY ITS LAWS; TO RESPECT ITS FLAG; AND TO DEFEND IT AGAINST ALL ENEMIES.

HISTORY OF THE AMERICAN'S CREED

In 1916-1917 much discussion took place in the United States as to what really constituted "the political faith of America." The press of the country took up the matter and inaugurated a contest open to all Americans to secure the best summary. This contest received informally the approval of the President.

The City of Baltimore, being the birthplace of the Star-Spangled Banner, offered a prize of $1,000, which was accepted, and the following committees appointed:

A Committee on Manuscripts, consisting of Porter Emerson Browne and representatives from leading American magazines, with headquarters in New York City; a Committee on Award, consisting of Mathew Page Andrews, Irvin S. Cobb, Hamlin Garland, Ellen Glasgow, Julian Street, Booth Tarkington and Charles Hanson Towne; and an Advisory Committee, consisting of Dr. P[illegible] Claxton, United States Commissioner of Education, Governors of States, United States Senators, and other National and State officials.

The winner of the contest and the author of The Creed selected proved to be William Tyler Page, of Friendship Heights, Md., a descendant of President Tyler and also of Carter Braxton, one of the signers of the Declaration of Independence.

Pages 52-54 containing material from China Observed by Colin Macherras and Neale Hunter have been removed for copyright Reasons. It's ommission does not detract from the usefulness of the Document.

52, 53, 54

A School in Communist China, written by children

Scene One: Act One

Setting: 10 desks with a teacher's desk . On each is a book, a pencil, a piece of paper. The children file neatly in, with the teacher leading them. Each one sits at desk. There is no talking, everyone is silent.

Teacher: Rise and salute the flag of The People's Republic. (all rise) Who is our wise and gracious leader?

All: Chairman Mao Tse Tung! (loudly, with enthusiasm)

Teacher: Long live Chairman Mao Tse Tung! (All join in shouting long live Chairman Mao, 3 times. At completion all sit down.)

Teacher: Turn to page 12 in the teachings of our beloved leader. Read to page 40. Then answer questions on page 41.
(Everyone starts in busily. Act closes as children are jotting orders down on their paper.)

Scene One: Act Two

Setting: Same as act one, except no paper on the desks. All children are sitting up attentively.

Teacher: We have been honored with the presence of Nu Chop-Sooey. Mr. Nu will give a lecture of great importance.

Student : What is this matter?

Teacher: Silence. Only listen with your ears.

(Enter Mr. Nu) Nu: Comrades! I am here to inform you of the communist victory. In 1934 the long march began. We made our way many miles over mountains and deserts. Surely this was worth the trouble for we won Victory over the Nationalists who fled to Taiwan in 1945 at the end of our ordeal.

Now China is happy and prosperous. Surely it is to rise even greater under Communist rule.

But for those far away it is impossible to truly be part of this if one is not properly educated. The party has thus decided that everyone in this class is to become an elementary school teacher.

(as Mr. Nu finishes) Mr. Nu: We must do what is necessary for the welfare of the party.

One Child: We must do what is necessary for the welfare of the party.

(As scene ends) Three children: We must do what is necessary for the welfare of the party.

All: We must do what is necessary for the welfare of the party.

Scene Two: Act one

Note: These are only general lines. More or less may be added.

Setting: Outdoors. Rakes, etc., are in 1 pile, seeds and buckets in another. A group of young pioneers are seated on the ground discussing crops.

I: Our yield of corn was 1 bushel less than last year. If we wish to beat the record, we must make 6 bushels more per acre.

Leader: We must not think of our yield of corn as an instrument of honor. We must think only of producing the most food for our country.

II: In our plot, in order to increase production we must fertilize it more continually.

Leader: Our irrigation ditches are in need of repair. Tomorrow we must re-dig them.

III: If we re-dig the ditches tomorrow we will not have enough time to plant the potatoes.

IV: We can stay later.

I: Then we will miss our supper.

Leader: You are thinking of yourself instead of the party again.

Scene Closes.

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THE GOVERNMENT OF COMMUNIST CHINA

I. How Communist Party Works

A. Peoples Republic of China born on October 1, 1949.

1. Formerly the Chairman was Mao Tse-tung.

2. Presently the Chairman is Chou En-lai.

B. China's Constitution - Written in 1954.

1. Chairman or President heads nation.

2. National People's Congress - Makes nation's laws.

3. State Council - Carries out laws.

C. The Constitution tells very little about the government.

1. Members of Council & Congress have no real powers.

2. They just perform duties of what communist party wants them to do.

D. There are 17,500,000 members in communist party.

E. In order to be a member a person must:

1. Be sponsored by 2 party members.

2. Has to go through 1 year test period.

3. At end of 1 year must pass an exam of principles of Communism.

4. Has to swear to obey the party's orders.

5. A member may argue a point before decision but never afterward.

6. He swears loyalty and carries a membership card always.

F. Communists expected to set good example for all the people.

1. Honest, hardworking.

2. Consider the nation's and party's welfare more important than own welfare.

G. There are eight other parties in China but they have no other real power.

H. The communist party chooses election candidates.

1. Candidates are party members or are loyal to party.

I. Communists draw up nation's laws.

1. National People's Congress - Votes "Yes" for laws.

J. Communist government is like government of old China.

1. Old China - Educated - Know teachings of Confucius.

2. Communist China - Educated - Know teachings of Karl Marx & Mao Tse-tung.

II. What Communists Believe (History)

A. Based on mind of Karl Marx.

1. Concerned with problems of workingmen.

a. In 1847 a group of workingmen met in London to discuss problems.
b. They called themselves the Communist League.
c. They chose Karl Marx to spread ideas and prepare a program for their group.
d. A friend - Fredrick Engels - helped him.
e. They published the "Communist Manifesto" in 1848.
f. Their cry was: "Workingmen of all countries unite."
g. This marked the beginning of the Communist movement.
h. Mao Tse-tung became a communist after reading it.

B. Marx and Engel's ideas were:

1. Government should own and run all farming and industry.

2. Everyone should work for the government.

3. Profits used for good of all people.

4. No one should be rich or poor.

5. Everyone should share and share alike.

6. Since factory owners and landlords would not give up property willingly, workers should revolt and take property by force.

a. Members of Communist party lead the workers in this revolution.

7. Marx and Engels also said that after a time there would no longer be any need for government at all.

a. People would do work they were best able to do.
b. They would have all things for a pleasant life.
c. Everyone would live in peace and harmony.

III. How Communism Works

A. Communist Manifesto brought about several communist revolutions.

1. The biggest and most important was in Russia in 1917 and in China.

B. Communism is successful in Soviet Union - Strong and modern nation.

C. Ideas of Marx and Engels are in many ways wrong.

1. There are still rich and poor people in Soviet Union.

a. The difference is that today rich people are not factory owners and landlords.
b. The rich today, are Communist party leaders and highly skilled scientists and engineers.

2. Instead of the power of government growing less, it has become a dictatorship.

a. This doesn't permit rights such as freedom of speech and press.
b. BUT neither Russians nor Chinese ever had these rights in the past.

IV. The Duties of the Army

A. The Red Army and Communist party work closely together.

B. The Party Created Army.

C. During the Long March, Soldiers of the Red Army were fighters and political workers.

D. Red Army's duties:

1. Land reform - took land from landlords and gave it to peasants.

2. Taught reading and writing to farmers.

E. Red Army is known as People's Liberation Army today.

F. Since 1954 members are drafted rather than volunteers.

G. Side duties of Red Army:

1. Work beside farmers in fields.

2. Repair roads.

3. Build dams.

4. Garbage collections.

5. Food deliveries.

H. In times of violent disagreement armies move in and take charge of government duties in factories, schools and communes. RESTORE ORDER.

I. Army was important in bringing communist government to power in 1949.

RED CHINESE TRY CAPITALIST TACTICS

by

Arthur C. Miller

HONG KONG - The advertisement in a local Chinese-language newspaper promises a free quantity of peanut oil, oatmeal and detergents to anyone who purchases a minimum of 30 pounds of rice. A department store chain has begun offering a 10 percent discount on all its goods to those who apply for a special discount card.

Those sales promotion gimmicks are taken for granted in the United States, other Western countries and even generally in this British colony.

But the use of those techniques by the salesmen of Chinese Communist products here is an occasion to note. Not since 1965, just before the start of the cultural revolution, have the Communists so openly used capitalistic sales methods as at present.

The advertisement selling China's rice appeared in a local Communist newspaper. The department store chain offering the discount cards is one of those exclusively selling China made goods.

Among other things the return to the pre-cultural revolution, slightly bourgeois attitude toward sales promotion is yet another indication of the shifting policies in Peking. It alsodemonstrates China's cortinued interest in Hong Kong as a showcase for its producets and a source of foreign enchange.

It's impossible to obtain a detailed picture of business conditions in the communist-supported department stores, food and other enterprises.

DURING THE period of the Communist-led riots here in 1967, business in the Communist stores dropped consideralbly,

Through 1968, the China products merchants fought a difficult struggle to improve sales.

But by last year, it was evident that the bitterness of 1967 was being forgotten and China's salesmen again were moving profitably forward.

The extent of that business is reflected in the figures on Hong Kong imports from China. Those imports totaled a record $449,997,562 during 1969. compared with $404, 993, 235 the year before.

Imports of food accounted for the largest share, but raw materials, semi-processed and manufactured goods also came in large quantities.

From this trade and from the remittances sent by Chinese in Hong Kong and other parts of the world to relatives still on the mainland, China is believed to earn an estimated $600 million annually in foreign exchange.

It is estimated that Hong Kong provides China with about one-half of its total foreign exchange earnings.

Now that President Nixon has lifted the total embargo on trade with China, and given the OK for American tourists to bring Chinese goods back to the United States, it is expected that the China products stores here will benefit tremendously.

INCREASINGLY large numbers of American tourists, decked out in straw bonnets, Hawaiian shirts and Bermuda shorts, and can be seen these days roaming the counters in the Chinese Communist department stores.

Contrary to being concerned about so many Americans wandering about their stores, the Communist merchants have been recruiting more and more English-speaking salesgirls.

This peaceful coexistence also is overlapping into the area of peaceful competition.

That advertisement offering free gifts with purchases of rice from China is aimed in part at luring customers away from American rice.

As surprising as it might seem, the United States currently provides a large share of Hong Kong's rice needs. Supplies come in regularly from the rice fields Texas and Louisiana. And U. S. rice sells for only slightly more than rice from nearby China.

The Communist rice merchants have begun preparing-through their advertisements and come-ons - for a mini rice-price war expected in coming weeks when a huge new shipment of American rice arrives.

HONG KONG"S authorities are happy to see the Communists becoming more active on the economic side because when the Communists try to improve business they invariably cutback on their propaganda and other political activities.

The reason is evident and was amply demonstrated during the 1967 disturbance: the people of Hong Kong have no hesitation in buying and using goods from the mainland, but in times of political agitation they would rather pay a little more elsewhere than get involved with the Communists.

The Communists know that only too well. For the monent, they're more interested in business than converts.

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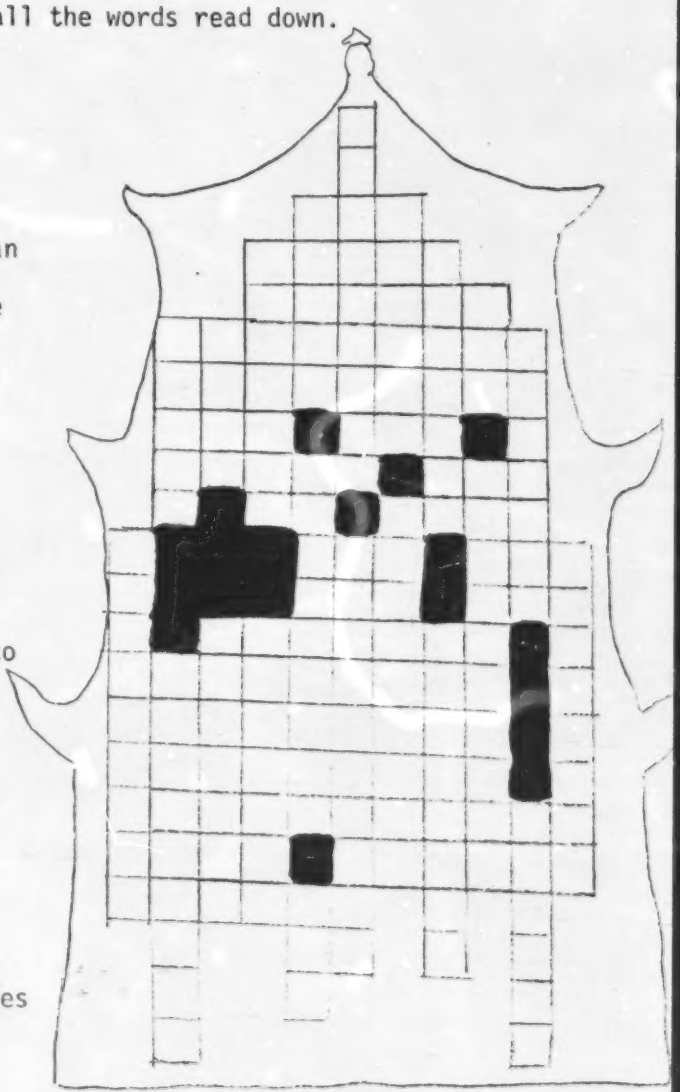
A PAGODA PUZZLE

Name: _____

Let's see how many words you can fill in on this puzzle without looking them up in your book! In this puzzle, all the words read down.

1. Beautiful thin, white dishes
2. Chinese sailing ships
3. A building with curving roofs
4. A two-wheeled carriage pulled by a man
5. small houseboats in which people live
6. An animal of Tibet
7. First country to manufacture silk
8. A desert in northern China
9. "China's Sorrow" (two words)
10. Name of a wise man of China
11. One of the first European merchants to visit China (two words)
12. Modern Chinese leader (two words)
13. The Chinese were first to make this
14. People that control China today
15. China's largest seaport
16. Important occupation of these countries
17. A mountainous island east of China
18. A British colony on the China coast (two words)
19. One of China's three regions (two words)
20. Chief export of Malaya
21. Malaya's most important mineral



DO NOT WRITE ON TEST

MULTIPLE ANSWER QUESTIONS ON RED CHINA

Directions: WRITE ANSWERS ON ANSWER SHEET.

1. Four improvements made in Red China in the last ten years are:

   _____

   _____

   _____

   _____

2. Three things responsible for food shortage in Red China are:

   _____

   _____

   _____

SHORT ANSWER QUESTIONS ON RED CHINA

Directions: WRITE ANSWERS ON ANSWER SHEET

1. The Communist China Government celebrates its birthday on _____.
2. The goal of Red China was to turn a backward country into _____.
3. Red Chinese leaders have built up their country by making _____ of the people.
4. The people in Red China are told that for three years of hard work they will have _____ years of happiness.
5. Mao Tse-tung is the Red _____ of Communist China.
6. Red China's greatest need is _____ for more people.
7. The people of Red China are made to support the Red Government by _____.

MULTIPLE CHOICE QUESTIONS ON RED CHINA

Directions: WRITE ANSWERS ON ANSWER SHEET.

1. The Red Chinese Army is the world's second largest army; the largest army is that of:
   A. the Soviet Union
   B. the United States
   C. Germany
   D. Japan

2. A Red Chinese slogan says:
   A. Fight for freedom
   B. Everyone a soldier
   C. Win with peace
   D. None of the above

3. Schools in Red China now produce:
   A. scientists
   B. engineers
   C. skilled workers
   D. all of the above

4. A Commune is about the size of:
   A. a U.S. county
   B. the state of Texas
   C. Southeast Asia
   D. Tibet

5. Most of the steel of Red China is:
   A. better than American steel
   B. as good as American steel
   C. sold to America
   D. not as good as American steel

6. In a commune, people have:
   A. small homes
   B. good food
   C. an average of 40-50 hours of work a week
   D. no personal possessions

7. The little kingdom of Laos:
   A. was attacked by the Communists
   B. was sent supplies by the United States
   C. is rich in wood, tin, and rice
   D. all of the above